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| Age group  | Mechanisms | Structures | Electrical systems and computer controls | Textiles  | Food  |
| KS1 | About the movement of simple mechanisms 1. Levers
2. Sliders
3. Wheels and axles
 | How freestanding structurescan be made stronger, stifferand more stable | N/A | 1. That a 3-D textiles product can be assembled from twoIdentical fabric shapes.(Not specifically needed to be taught as ‘technical knowledge’ in the curriculum) | 1. How to name and sort foodsinto the five groups in Theeatwell plate.2. That everyone should eat atleast five portions of fruit andvegetables every day3.How to prepare simple dishessafely and hygienically, withoutusing a heat sourceHow to use techniques such as:4.Cutting5. Peeling6. Grating |
| Possible projects  | **Levers and sliders – Year 1 – Autumn 2 - Linked to toys**  | **Year 1 – playgrounds – structures – spring 2**  | N/A | **Year 2 – running stitch onomatopoeia on binca– summer 2** | **Year 1 – salad – Spring 2 – links to plants in science** **Year 2 bread****Kenyan dish** |

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| Age group  | Mechanisms | Structures | Electrical systems and computer control | Textiles  | Food  |
| Lower KS2  | How mechanical systems create movement1. Levers and Linkages
2. Pneumatics
 | How to make strong, stiff shell structures.  | 1. How simple electrical circuits and components can be used to create functional products
 | That a single fabric shape can be used to make a 3D textiles product.(Not specifically needed to be taught as ‘technical knowledge’ in the curriculum) | 1. That food ingredients can be fresh, pre-cooked and processed
2. That a healthy diet is made up from a variety and balance of different food and drink, as

depicted in The eatwell plate.1. That to be active and healthy, food and drink are needed to provide energy for the body
2. How to use a range of techniques such as peeling, chopping, slicing, grating, mixing,

spreading, kneading and bakinghow to prepare and cook a variety of predominantly savoury dishes safely and hygienically1. including, where appropriate, the use of a heat source
 |
|  | Pneumatics- Links with defeat the monster stories in Year 3  | Choc boxes – Shell structures - – year 4 – Autumn 1 | Buzzer games – Year 4 – Spring 2  | Cushions – Year 3 – Autumn 1  | Veggie patties and salsa – year 3 – Summer 1 Choc bars – year 4 – Autumn 1Bedfordshire clangers – year 4 – Summer 2  |

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| Age group  | Mechanisms | Structures | Electrical systems and computer control | Textiles  | Food  |
| Upper KS2 | How mechanical systems create movement:1.Cams2. Pulleys 3. Gears  | How to reinforce and strengthen a 3D framework. | 1.How more complex electrical circuits and components can be used to create functional products. 2. How to program a computer to monitor changes in the environment and control their products.  | That a 3D textiles product can be made from a combination of fabric shapes.(Not specifically needed to be taught as ‘technical knowledge’ in the curriculum) | 1. *That a recipe can be adapted by adding or substituting one or more ingredients.*
2. that different food and drink contain different substances – nutrients, water and fibre – that

are needed for health3.How to use a range of techniques such as peeling, chopping, slicing, grating, mixing,spreading, kneading and baking4. how to prepare and cook a variety of predominantly savoury dishes safely and hygienicallyincluding, where appropriate, the use of a heat source |
|  | 1. **Cam toys – Year 5 – Autumn 1**
2. **Pulleys – Year 6 – Sum 1**
 | **Frame structures – Year 5 – Forces – Spring 1**Frame structures – buggies – year 6(Also partially covered here) | 1. **Buggies – year 6 – Summer 1**
2. **Microbit project – year 5 – Summer 2**

  | Covered in lower KS2. Not too worried | Potato Jane – Year 6 Banana breads and savoury bakes – Year 5  |